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ABSTRACT

This is Part I of a final evaluation of a program designed to reduce the incidence of destructive risk-taking behavior (e.g. drug-alcohol abuse, and juvenile delinquency) among school-age youth. Background research indicates that peer group pressure is the single most important factor in dictating the presence or absence of juvenile delinquency behavior. The Peer Dynamics program trains and supervises students who participate in a group interaction plan with other students to develop self-esteem and better communication skills: peer modeling takes place. Some past discrepancies in figures reported by schools previously involved are discussed: currently, distinctions are made between the schools with active programs, schools with inactive programs, and programs deleted due to staff turnover. Timetables are provided for school years 1979-1981, and several changes are suggested in the areas of organization, distribution of activities, newsletters and in staff training. Limiting the program to junior high school grades is suggested because that age group appears to benefit most from the program. New evaluation tools have been selected because the earlier tests were seen as non-functional on several levels. On-site visits are recommended in the future only for schools implementing a program for two years, with regional follow-ups. Appendices are included. (Author/KMF)

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ED197278

Peer Dynamics Final Evaluation Report 1979/1980

Part 1

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Final Evaluation Report

Peer Dynamics 1979-1980

The Nebraska Commission on Drugs and nationally recognized authorities on the subject of substance abuse are in agreement that preventing substance abuse has a greater impact on the problem than any other strategy at their disposal.

NCD and its committees define drug abuse prevention as "a constructive process designed to promote personal and social growth of the individual toward full human potential and thereby inhibit or reduce physical, mental, emotional or social impairment which results in or from the abuse of chemical substances."

Information dissemination (traditional educational process - cognitive approach) alone will not prevent drug usage. The educational process must include relevant life experiences thru which life skills, social skills and social values are understood and in some cases taught.

Drug abuse prevention should be non-drug specific . . . that is to say . . . that to prevent persons from using drugs, there must be an influence on a person's emotions, values, feelings, etc. Drug abuse is a symptom of a deeper problem or an inappropriate value system. To focus on the drug usage alone is to deal only with the symptoms of the underlying problem.

Deliberately establishing an environment where people are free from confrontation, harrassment, and rejection by their peers and those in authority is known to decrease the incidence of destructive behavior as a means of gaining recognition, acceptance, and a positive self concept.

In addition to the fact that young people learn better in a non-threatening environment, Nebraska has the opportunity to prevent the development of situations which precipitate violence, vandalism, high dropout rates, and the

other school problems that exist in both urban and rural settings nationally.

We must recognize the tremendous power of peer pressure and direct it in a positive way. We must realize that given the opportunity, a peer has the best chance to influence his/her friends. Prevention efforts should aid in establishing an appropriate vehicle for peers to affect other peers in a positive way.

Schools in Nebraska, through the use of assistance from the Nebraska Department of Health personnel are beginning to realize the benefit of this concept as applied to many forms of destructive behavior in addition to the substance abuse problem.

To date, seventy-six schools are involved in the Peer program across the state. Sixty-three schools have an active program in their school and thirteen schools are inactive at this time. Those thirteen schools have a trained facilitator in the school but are unable at this time to implement the Peer Program.

At this time, Peer Consultants feel a need to backtrack and define what has happened statistically in the past years before the 1979-1980 school year. After extensive research into past files of participation lists and workshop participation lists, it has been discovered that there has been a great discrepancy of reported number of schools involved in the program. The numbers reported in past years reflect the total number that received training; not that they were schools implementing a program.

Reporting these errors is not to ridicule what has happened in past years or those who reported them, but to finally establish accurate statistics with the hope to continue reporting the figures accurately from this point on.

We will report the statistics in the future as:

- number of active programs
- number of inactive programs

- programs deleted due to staff turnover when no one from that school responds to a workshop training.

In addition, the numbers trained for the year will be a separate statistic so as not to be misinterpreted as programs necessarily being implemented.

When the new staff members were hired in August and September of 1979, it was reported to them by previous staff that 105 schools were implementing Peer across the state. After on-site visits to all schools, consultants found only 44 schools actually implementing a Peer program.

Comparing participation lists from past years consultants have found not 105, rather 90 schools that had a representative from their school trained to implement a Peer program.

In an effort to explain what statistics we have currently to this date; we must backtrack and report actually findings from comparing participation lists from one year to the next.

The following chart* shows how many schools, outside agencies and the number of people that have received training during the five years of the Peer Program.

	1975-1976	1976-1977	1977-1978	1978-1979	total 1st four years	1979-1980	current total
Number of new schools represented at workshops to be trained to implement the Peer Program.	26	25	13	26	90	25	115
Number of people representing schools and outside agencies who were trained to start a Peer group.	27	35	22	30	114	85	199
Outside agencies that participated in a workshop.	2	0	2	1	5	3	8

*This chart does not show the deletions of schools or people that have left the program, nor does it show how many schools are actually implementing the Peer Program.

A school may have been deleted in past years for the following reasons: a) a trained facilitator may have left that school (staff turnover), b) the school is not interested or able to implement the program c) the school did not respond to trainings offered for additional staff or staff turnover to compensate for the loss of a trained facilitator.

As earlier reported; 76 schools are involved in the Peer Program. (63 active plus 13 inactive equal 76 schools). The total as seen in the chart is 115. (115 subtract 76 equals 39) Thirty-nine represents the total number of schools deleted from the Peer program from the last 5 years.

For a more detailed description of these findings please contact Peer Consultants, 471-2101, State Department of Health, Division of Community Health Education, 301 Centennial Mall South, 68509.

To continue reporting current statistics, Peer Consultants conducted 7 workshops for the 1979-1980 school year. Two of the seven workshops were all staff trainings totaling 30 persons trained. 55 people in the other five workshops were trained which is a grand total of 85 persons trained for the 1979-1980 school year.

Forty-one schools were represented from among the 85 total persons trained. This also represents 26 new schools, 10 schools who attended due to staff turnover, 5 schools who sent representatives from an already existing program or additional staff trainings and 3 outside agencies that attended workshops.

The time table below describes activities performed by Peer Consultants for the 1979-1980 school year.

August - 1 staff hired; orientation/training

September - 1 staff hired; orientation/training

- Presentation to Seward High School
- MINK - Kansas City, Missouri - presentation
- Preparation for on site visits, contacted schools and set up traveling schedule

October - Mailed interest letters

- Made on site visits to schools

November - Made on site visits to schools

- Selected schools, sent notification letters
- Updated participation list

December - Reserved conference rooms and made arrangements for workshops

- Preparation of new staff for first training workshop

January - Held three workshops; Lincoln, Kearney and Lincoln

- Met with Gary Martin for outside evaluation

February - Held three workshops; Scottsbluff, Lincoln, North Platte

- Videotaped guest facilitators at workshop (Lincoln)
- Met with Gary Martin throughout the month
- Met with Frank Carney (HEW Region V) concerning outside evaluation

March - Met with Gary Martin

- Preparation and Planning for follow up conference
- Videotaped Waverly Peer group

April - Held three follow-up sessions; Kearney, Scottsbluff, Lincoln

- Met with Gary Martin

May - Attended 1st annual Peer Banquet of Waverly Junior High

- Videotaped Waverly Peer group
- NPHA Spring Convention
- Ainsworth - All Staff Training
- Evaluation - Gary Martin

June - Contacted Resource People

Seward Mental Health - Ron Welch

Lancaster County Mental Health

- Evaluation attempts- graduate student - UNL
- Evaluations: Pre/Post given to Norm Nelson
- Peer presentation to students at Midland College, Fremont, NE
- Attended workshops for further training of staff members

July - Attended workshops for further training
- Evaluation tools chosen
- Prepared newsletter logo
- Updated participation list
- Selected and ran off activities for August mailing
- Workshop Training Revision

August - Workshops attended
- Evaluation report
- Evaluation tools sent out
- Planning and Preparation - new pamphlet

An estimated time table for the 1980-1981 school year is as follows:

January-February - On site visits upon request
- Additional staff trainings
- Total staff trainings
- Preparation and planning for follow up sessions

March - April - Newsletter mailing
- Collect evaluation tools

June - July - Evaluation
- Revision/Updating
- Prepare activities to be mailed

August - Newsletter mailed

August cont'd	- Interest letters mailed
September	- Selection of new schools
	- Planning and preparation for workshops
October - November	- Training workshops
December	- Workshops
	- Newsletter

Many program or policy changes have taken place in the past year due to change in personnel, the outside evaluations and changes in program growth. Consultants believe these changes allow for steady growth yet insures the quality of existing programs. The following program changes will likely occur in the 1980-1981 school year.

Organization

Until now; records, statistics and an organized system or collecting and storing data has been less than adequate. Efforts to improve this vital area of the program have aided present consultants in conducting the Peer program more effectively and efficiently.

Distribution of Activities

Additional affective educational activities are vital to the success of individual programs run by facilitators across the state. Facilitators have continually requested additional activities throughout the year to the Consultants.

From past records we found that the last set of activities sent out to facilitators was December 1978. Facilitators received a group of activities from us in March/April 1980. Approximatley 50 separate activities were distributed. We plan to distribute activities twice a year. In addition, a set of activities will be given to workshop participants at the time they are trained.

Newsletters

A newsletter logo has been developed this year and will be used as the Peer

Dynamic theme; "Peer Dynamics; a positive approach." (newsletter head attached)

The last newsletter on file that was sent out by previous staff was in October 1977. Present consultants sent a newsletter out in May 1980. We plan to send a newsletter out three times a year, in August, December, and May.

Trainings

Training Workshops

Revisions have been made on the 2-day training workshop since the new consultants were hired. The revisions mainly include activities to improve the actual communication skills for the representative sent from the school. We feel that this better prepares the facilitator to implement a program upon returning to their school and that they will feel less threatened when running activities that demonstrate the communication skills in the book that is provided.

We will now require that at least 2 people attend from each school in our efforts to become less people dependent. The rate of attrition of program facilitators was sighted as one weakness in the Peer Program.

Consultants will continue to conduct the 2-day workshop mainly because of the economic situation. It is highly unlikely that 2 or 3 persons from the same school can obtain release time for a 3-day workshop.

A maximum of 12 new schools will be trained each year. These will take place in early fall and the follow up sessions will be held in the Spring.

Additional Staff Training

It appears that since attrition is a major weakness of the program we must place more effort into offering additional training opportunities for schools already involved in the program. This insures that more than one facilitator is trained to run a program in that school and lessens the chance that the program will dissolve if a trained facilitator leaves the school. We plan to offer one training per region for additional staff trainings.

Total Staff Training

Our definition of total staff training is that a whole workshop is devoted to one school. It does not mean that the school involved has every teacher trained.

In our efforts to solidify all presently involved schools, we plan to conduct no more than two total staff trainings to chosen schools who currently have a Peer program implemented. To further define our plans; no new school will be trained as "total staff training" until the program has been successfully implemented by someone who has previously been trained.

It is our hope to develop strong programs in previously trained schools. We believe a total staff training builds cohesiveness among staff and a stronger program results because a larger number of people involved in the same project. We also hope that as the Peer Program becomes larger and stronger in each school with more persons involved; it will more likely be built into the school curriculum as a regular class.

Limit Services to Junior High Schools

It is apparent from reviewing past evaluation results and recommendations from the outside evaluation, that the program seems most beneficial in terms of "positive change"* among the junior high school grades.

It is our hopes that high school programs may start in the same town if a junior high school has acted as a feeder program. Redefining the scope of the program to junior high schools is also our response to a recommendation made from the outside evaluator, to improve the quality of existing schools vs program expansion.

*"positive change"; Past evaluation results were recorded in terms of positive change and negative change for testing tools: As I See Myself and Attitudes Toward Others.

Recognition of the Peer Program

It has come to our attention from the outside evaluation, that the Peer Program is not clearly understood by many school principals across the state. Perhaps guidance councelors are more aware of the program than principals, but needless to say, in an effort to improve recognition among schools we have developed an interest pamphlet. We plan to contact the E.S.U.'s in the state and work cooperatively with the Nebraska PTA.

The newspaper media has had an impact on the programs recognition this year as we have had contacts from numerous people who had seen the articles and wanted more information about training.

In addition, word of mouth has been cited as a major mode of sharing information about the program. We have included this item in our evaluation tools for 1980-1981 to test this assumption.

New Evaluation Tools

Past evaluation attempts have unfortunately remained the same for the past 5 years. The number of facilitators using the tools (As I See Myself and Attitude Toward Others) and submitting them, properly labeled and correctly administered has declined over the past 5 years. In a separate evaluation tool; information is collected from the teachers concerning grades, vandalism, absenteeism,etc. of the students. This tool has not shown to have an adequate return rate from teachers to make any conclusion about the effects of the Peer program on those factors listed; grades, vandalism, absenteeism, etc.

It has been determined that the tests are nonfunctional for several other reasons. The tools have not been able to be used by facilitators for direct feedback about their program, nor were they able to show the effects on each of the individual members of each peer group within each school. The findings are insignificant and in some cases statistically incorrect. It was discovered by consultants that the tests used up until now were not validated and there were

no norms to compare the scores or results to.

It is not difficult to see why facilitators were not willing to utilize the tools, not to mention the method of feedback to the facilitators from the final evaluation results.

For this reason we are not placing a great deal of emphasis on reporting those results of the 23 schools who did send in Pre/Post surveys from 1979-1980 school year. The "results of those tests (as insignificant as they are) will be available upon request during September due to technical difficulties in the division of Statistical Data and Research in the State Health Department.

After much research, consultants have selected new evaluation tools. The tools have been validated with extensive research done on both tests. The tests are What I Think and Feel and The Way I Feel About Myself.

Besides measuring self-esteem, the surveys will measure related factors such as behavior, intellectual and school status, physical appearance and attributes related to status and popularity, and also anxiety. Another tool is one that consultants developed to obtain information from the student on absenteeism, grades, alcohol and drug use, and police contacts concerning alcohol, drugs and vandalism.

Nebraska norms are available on What I Think and Feel so we can now see what effect Peer has on students and compare them to a norm of other Nebraska student responses! Both tests have national norms to compare our results to.

We have developed an instructional manual to help explain the evaluation tools and how to give the surveys.

On Site Visits

After a school has been implementing a program for 2 years, that school will receive on-site visits only upon request. Telephone communications will be increased to supplement coorespondence between consultants and facilitators concerning their needs.

More of an emphasis will be placed on existing schools who are having difficulty in getting the Peer program started. In essence we will concentrate our efforts on solidifying present schools in the program.

Consultants feel the purpose of on site visits is to build morale, promote the program and to offer technical assistance to existing schools in the program. It is our feeling, after making on site visits, that the majority of facilitators in schools thought "it was nice to visit with the girls".

To make an effective on site visit to the school, meeting with just one of the facilitators and the students involved, it would be necessary to meet with each school a minimum of one-half day. At this rate, with the number of schools involved it would take 3½ months to visit all the schools for just one on-site visit. (This does not include driving time.)

Consultants realize in working with this program that one must take into consideration the growth of the program. In working to improve the quality of the existing programs, consultants have redefined on stie visits and their purpose. On site visits will be made when a school has technical difficulty implementing the program, when the school administrators need to be "sold" on the program, if special concerns arise which consultants feel their expertise can resolve the situation, or if special programs or activities have developed from the peer program which deserve the consultants recognition.

Realistic options to supplement on-site visits as defined, have been examined and the other means of improving communication will be to increase telephone coorespondence, increase newsletter quality and frequency, and also regional follow up sessions will be offered.

The following describes the follow-up sessions and the success consultants experienced for the 1980 Regional Follow-up Sessions.

Regional Follow-ups

Several needs were identified by Peer Consultants from facilitators during on-site visits, telephone conversations, and training workshops during the 1979-1980 school year. Repeated requests for more activities, resources and a chance to share ideas were given as being most beneficial to facilitators.

Consultants, wanting to respond to those needs; designed a one-day workshop (9:00-4:00) in three locations across the state. Kearney, Lincoln and Scottsbluff were chosen for the workshop sites. (The conference agenda is enclosed in this report.)

Consultants scheduled only three follow up conferences for two reasons.

1. Geographically, the schools running active programs were so sparsely located in the additional regional areas that it didn't warrant additional conducting workshops.
2. Consultants felt pressured by time for 2 reasons.
   a) Six workshops needed to be conducted because of an outstanding number of people who had been named as facilitators but were never trained by previous staff.
   b) Due to the time involved in conducting the number of workshops sited above, only three follow up sessions could be scheduled to take place around the busy months of extra curricular school activities and before school dismissed for the 1979-1980 school year.

Forty-seven facilitators attended the follow up sessions this year. This number represents 26 schools, or 41% of all the schools who could have attended a follow up session. Of all those who are participating as facilitators in Peer across the state, the 47 people who attended represents 31% of the total group. This compares to 7 persons in 1979 who responded that they could

attend one of the two follow up sessions offered. Both sessions were cancelled due to lack of response.

A breakdown according to regions and those who attended the follow-up sessions from those regions are as follows:

Kearney	44%
Lincoln	23%
Scottsbluff	27%

An interpretation of these percentages indicates for example, of all those persons in the designated Kearney region that are implementing Peer, 44% attended the follow-up from that region.

Consultants became aware that the Peer program facilitators in the schools receive very little recognition among their own peers in their school district.

To give self-worth and recognition to these people, consultants decided to contact several facilitators from each region to be on the program agenda. The were asked to be prepared to present a few of their favorite activities used in groups to share with those in the workshop. By doing this we accomplished several things:

1. The <u>real</u> experts were involved directly in the workshop.
2. Positive feelings were brewed among those who attended and experienced a successful workshop session.
3. Communication was opened among participants to discuss common roadblocks and also successful times in Peer.
4. Participants had a chance to pat themselves on the backs for a job well done!
5. Participants once again experienced in a learning role, new activities to take back to their groups.

Besides experiencing activities from their peers, participants viewed films chosen from "Johnny Lingo and his 8-cow Wife", "Joshua", and "Cipher in the Snow". The films were discussed and appeared to be films that the facilitators would use with their groups.

In addition, consultants provided an abundance of activities that could be used at all grade levels. A list of books and other resources were also given to the participants.

Participants were also given a book entitled Extend - Youth Reaching Youth. For groups who have used Peer Program for Youth, EXTEND is a natural follow-up. PEER PROGRAM's emphasis is on developing the individual's self esteem and self-understanding, and EXTEND develops ability and confidence to reach out to others.

An evaluation form was given to participants at the follow-up session. The form and results are as follows:

FOLLOW-UP WORKSHOP
EVALUATION

Workship Site _____

1. The entire program appeared to be:
   extremely well planned 5 4 3 2 1 poorly planned

2. Materials described by the consultants during this program appear to be:
   extremely valuable 5 4 3 2 1 of no value

3. Take-home materials disseminated during this program were:
   extremely valuable 5 4 3 2 1 of no value

4. Was this program more beneficial than on-site visits:
   Yes No

5. To what extent do you feel that the information dealt with will be of value to you in your work?
   extremely valuable 5 4 3 2 1 of no value

From all 3 sessions combined; percentages of responses to the questions are calculated.

	5	4	3	2	1
Question 1	53%	45%	2%	0%	0%
Question 2	84%	16%	0%	0%	0%
Question 3	83%	17%	0%	0%	0%
Question 4	Yes - 91%			No - 0%	
Question 5	76%	22%	2%	0%	0%

Question 4 had only 91% because some schools had never received on-site visits because they had just been trained in 1980, therefore, they had nothing to compare the regional follow-up to.

The school information sheet attached was given to all participants that attended the follow up sessions. In addition we mailed the sheet to those who did not attend the workshops and asked them to send them back. We received a very good response from our facilitators. There were only 22 out of 79 schools that did not respond. Those schools will be contacted at the beginning of the 1980 school year to obtain the information.

The information sheet is useful to consultants for many reasons. We obtained information about who has a program implemented, if they are administering evaluation tools, if they need additional staff training, and information was gained about whether any schools need technical assistance from consultants in getting a program started. (The school information sheet is enclosed in this report.

Consultants feel very positive about the outcomes of these follow-up workshops. It appears that regional follow-ups are useful and productive for those who are able to attend. Plans for 1981 include extending the follow-up sessions to one or possbibly two other regional areas to allow more participants a better opportunity to attend.

Realizing that schools who do not have an active program probably cannot obtain release time for attending a follow up session; consultants plan to contact those who do not participate in a session by telephone to establish needs and offer technical assistance.

Those who did not attend a follow-up session this year were sent a letter describing the events of the workshop. They also were mailed the materials that were disseminated in the workshop.

Consultants feel they responded adequately to the identified needs of facilitators through the follow-up workshops. And they are encouraged by the enthusiasm.

Recommendations and Conclusions

If these changes, as proposed to be implemented for the 1980-1981 school year are not satisfactory upon review from our current funding sources; Nebraska Department of Health and the Department of Public Institutions, Division on Alcoholism and Drug Abuse, then our recommendations to realistically continue the same rate of growth of the Peer program include two things that must happen:

1. Staff personnel would need to be increased if not locally; then regionally across the state.
2. An increase in funds would need to be available for (#1) to take place. If the program is expected to continue at the present rate of growth, an increase in funds would be imperative so the regular functions of the program can be offered and not be subject to limiting services to participants.

The report as submitted by Peer Consultants are the recommended policy and program changes needed at this time. Taking into consideration current personnel and funding status of the Peer Dynamic Program, we feel that the

implementation of these changes will greatly enhance the quality of the program. It is felt that Peer Dynamics is a worthwhile program and should be continued.

APPENDIXES

PEER DYNAMICS

SPRING 1980

Conference Agenda

9:00-9:30	Coffee & rolls Warm up exercise
9:30-10:00	Welcome Introductions Quick review of agenda General Announcements
10:00-10:30	Film & Discussion Cipher in the Snow or Johnny Lingo and his 8 Cow Wife
10:30-10:45	Program information sheet
10:45-11:30	Highlights of Peer
11:30-12:45	Lunch - On your own!
12:45-1:30	Brainstorm Where do we go from here? Present: Extend-Youth Reaching Youth
2:00-4:00	Sharing: Activities Resources Ideas

HOW TO ADMINISTER
PEER DYNAMICS EVALUATION TOOLS

You are about to use your time and effort into administering the Peer Dynamic evaluation tools. We appreciate that willingness and want to commend you for caring!

Caring about young people finds expression in a lot of different ways. Some of the ways, as you well know, are quite direct and immediately rewarding - listening to a young person talk through his frustrations with life, for instance, and helping him find a way to deal with them. Such ways of caring for and being with young people carry immediate rewards in warmth and closeness.

Other ways of expressing caring are more remote and less immediatley rewarding, but are just as surely an expression of caring as the others. The task you are about to undertake is probably closer to the second kind of expression than the first.

This manual is designed to help you administer the evaluation tools as thoroughly and accuratley as possible. We want to encourage you to read the manual so you become thoroughly familiar with the surveys and feel comfortable when you administer them.

Your Responsibilities: We see your role as administrator of these surveys as having three important functions.

1. Administer the test with a positive attitude and as an activity of considerable importance.

It has been shown that the attitude of the administrator in a survey situation has a noticeable effect on the attitude of the young people.

You can enhance the possibility of their starting the surveys with an attitude of frankness and seriousness if you approach the surveys with the implication that this is an activity of considerable importance.

Remind students that there are no right or wrong answers. They should not be concerned what they think somebody wants them to answer, not what they think their best friend might answer, only what they themselves have to say.

2. The Nuts and Bolts.

Getting materials distributed and collected, giving instructions, answering questions, checking to see that all test items and other pertinent information have been filled in properly and completely.

Sample Surveys and What They Measure.

We have provided you with the three surveys for your own original copies you should use these copies for reproduction use and filing purposes. The titles of the surveys are; WHAT I THINK AND FEEL, THE WAY I FEEL ABOUT MYSELF, and the Peer Dynamic Student Survey.

Besides measuring self-esteem, the first two surveys will measure related factors such as behavior, intellectual and school status, physical appearance and attributes related to status and popularity, and also anxiety. Both tests have a substantial body of research evidence available supporting the validity of the scales. The third survey has been developed by Peer Consultants to obtain information on absenteeism, grades, alcohol and drug use, and police contacts concerning alcohol, durgs and vandalism.

3. Mail All Completed Surveys to:

Peer Consultants
State Department of Health
Division of Community Health Education
301 Centennial Mall South
Lincoln, Nebraska 68509

Before you mail: It is possible that consultants can figure out which set of surveys is "pre" and which set is "post" from the dates on the forms; HOWEVER - Please mark clearly PRE and POST on the appropriate set of forms. This is Vitally Important!

You can mail in the completed surveys in either of two ways. This is your option.

1. Mail in all "pre" surveys when completed, then later mail "post" surveys.
2. Mail all "pre" and "post" surveys when completed all at one time.

MORE ABOUT THE INSTRUMENTS

Peer Consultants have selected 3 evaluation tools that you will administer to the students in your Peer group(s).

These surveys have been developed for grades 3-12. If a student reads below a third grade reading level the examiner should verbally administer the surveys.

It will probably take a full period to administer all 3 surveys. One survey contains 80 yes-no items which can be administered in approximatley 20 minutes. The other survey has 37 yes-no items which should take approximatley 15 minutes. The third survey has 5 questions and should take about 5-10 minutes.

It should be stressed that the students should circle either yes or no for all items on both surveys; The Way I Feel About Myself and What I Think and Feel. There should be no omissions and no double circles, even if some items are hard to decide.

If students are not sure how to answer any item, instruct them to mark the response that is closest to what they think or feel.

Encourage students to work at their own speed. Reminding them not to leave any items blank.

When it is apparent that a student is working unusually slowly, you should encourage him to work more rapidly - to give his first reaction and then move quickly to the next item.

Setting up an Identification System.

You might have noticed that the surveys do not ask for the student's names; instead ID Numbers are used. We hope this will insure confidentiality and anonymity among students.

We recommend that for each group of students in Peer, that you assign a number starting with 01, 02, 03 . . . etc. Each student will use this ID number for each of the surveys (both pre and post).

NO TWO STUDENTS within the same school should have identical numbers! In other words, if a school has more than one Peer group, each group would NOT begin with 01. The numbers must continue to fall in sequence!

You will probably want to keep a sheet that lists the students in each Peer group and the ID number assigned filed for future reference.

You will receive feedback on each individual's surveys and a norm of other Nebraska student responses previously researched to compare it to.

Recommendations.

When it comes time to give these surveys it may be overwhelming for students to look at 3 survey with instructions to complete them all in one period. We want to avoid inflicting any feelings of frustrations so it will be your option how you hand out the surveys to your groups.

We might also recommend that due to the nature of the questions on The Peer Dynamic Student Survey that you take extra effort in insuring confidentiality. You might prepare one or two envelopes for mailing ahead of time and then when students are finished with the survey have the forms collected, put into the envelope and sealed in front of the class. Let the students know this will be the process before they begin the survey.

Here is a final checklist you may follow to be sure everything runs smoothly for you.

1. Read the Manual.
2. Have enough surveys copied off for everyone and keep originals on file.
3. Look over surveys in case of questions that may arise.
4. Set positive atmosphere for taking surveys.
5. Assign identification numbers to all students taking surveys.
6. Give instructions to surveys.
7. Verbally check that everyone has filled in all items.
8. (Optional) Have envelopes ready and seal surveys in front of students to insure confidentiality.
9. Be sure surveys are correctly labeled "Pre" and "Post".
10. Mail surveys to Peer Consultants.

We hope this manual will help clarify the evaluation process. If you have any questions feel free to call or write:

Cathy Cooper/Connie Walker
Peer Consultants
State of Nebraska
Department of Health
Community Health Education
P.O. Box 95007
301 Centennial Mall South
Lincoln, Nebraska 68509
Phone: 402-471-2101

A closing thought:

You have only failed
when you have failed to try.

School _____ RACE (Circle One) B W O

ID Number _____

Grade _____ Age _____

Girl _____ Boy _____

Today's Date _____

WHAT I THINK AND FEEL

Directions: Read each question carefully. Put a circle around the word YES if you think it is true about you. Put a circle around the word NO if you think it is not true about you.

YES NO 1. I have trouble making up my mind.

YES NO 2. I get nervous when things do not go the right way for me.

YES NO 3. Others seem to do things easier than I can.

YES NO 4. I like everyone I know.

YES NO 5. Often I have trouble getting my breath.

YES NO 6. I worry a lot of the time.

YES NO 7. I am afraid of a lot of things.

YES NO 8. I am always kind.

YES NO 9. I get mad easily.

YES NO 10. I worry about what my parents will say to me.

YES NO 11. I feel that others do not like the way I do things.

YES NO 12. I always have good manners.

YES NO 13. It is hard for me to get to sleep at night.

YES NO 14. I worry about what other people think about me.

YES NO 15. I feel alone even when there are people with me.

YES NO 16. I am always good.

YES NO 17. Often I feel sick in my stomach.

YES NO 18. My feelings get hurt easily.

(OVER)

YES NO 19. My hands feel sweaty.

YES NO 20. I am always nice to everyone.

YES NO 21. I am tired a lot.

YES NO 22. I worry about what is going to happen.

YES NO 23. Other children are happier than I.

YES NO 24. I tell the truth every single time.

YES NO 25. I have bad dreams.

YES NO 26. My feelings get hurt easily when I am fussed at.

YES NO 27. I feel someone will tell me I do things the wrong way.

YES NO 28. I never get angry.

YES NO 29. I wake up scared some of the time.

YES NO 30. I worry when I go to bed at night.

YES NO 31. It is hard for me to keep my mind on my school work.

YES NO 32. I never say things I shouldn't.

YES NO 33. I wiggle in my seat a lot.

YES NO 34. I am nervous.

YES NO 35. A lot of people are against me.

YES NO 36. I never lie.

YES NO 37. I often worry about something bad happening to me.

School _____ RACE (Circle One) B W O

ID Number _____

Grade _____ Age _____

Girl _____ Boy _____

Today's Date _____

THE WAY I FEEL ABOUT MYSELF

Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

YES NO 1. My classmates make fun of me.

YES NO 2. I am a happy person.

YES NO 3. It is hard for me to make friends.

YES NO 4. I am often sad.

YES NO 5. I am smart.

YES NO 6. I am shy.

YES NO 7. I get nervous when the teacher calls on me.

YES NO 8. My looks bother me.

YES NO 9. When I grow up, I will be an important person.

YES NO 10. I get worried when we have tests in school.

YES NO 11. I am unpopular.

YES NO 12. I am well behaved in school.

YES NO 13. It is usually my fault when something goes wrong.

YES NO 14. I cause trouble to my family.

YES NO 15. I am strong.

YES NO 16. I have good ideas.

YES NO 17. I am an important member of my family.

(OVER)

YES NO 18. I usually want my own way.

YES NO 19. I am good at making things with my hands.

YES NO 20. I give up easily.

YES NO 21. I am good in my school work.

YES NO 22. I do many bad things.

YES NO 23. I can draw well.

YES NO 24. I am good in music.

YES NO 25. I behave badly at home.

YES NO 26. I am slow in finishing my school work.

YES NO 27. I am an important member of my class.

YES NO 28. I am nervous.

YES NO 29. I have pretty eyes.

YES NO 30. I can give a good report in front of the class.

YES NO 31. In school I am a dreamer

YES NO 32. I pick on my brother(s) and sister(s).

YES NO 33. My friends like my ideas.

YES NO 34. I often get into trouble.

YES NO 35. I am obedient at home.

YES NO 36. I am lucky.

YES NO 37. I worry a lot.

YES NO 38. My parents expect too much of me.

YES NO 39. I like being the way I am.

YES NO 40 I feel left out of things.

YES NO 41. I have nice hair.

YES NO 42. I often volunteer in school.

YES NO 43. I wish I were different.

YES NO 44. I sleep well at night.

YES NO 45. I hate school.

YES NO 46. I am among the last to be chosen for games.

YES NO 47. I am sick a lot.

YES NO 48. I am often mean to other people.

YES NO 49. My classmates in school think I have good ideas.

YES NO 50. I am unhappy.

YES NO 51. I have many friends.

YES NO 52. I am cheerful.

YES NO 53. I am dumb about most things.

YES NO 54. I am good looking.

YES NO 55. I have lots of pep.

YES NO 56. I get into a lot of fights.

YES NO 57. I am popular with boys.

YES NO 58. People pick on me.

YES NO 59. My family is disappointed in me.

YES NO 60. I have a pleasant face.

YES NO 61. When I try to make something, everything seems to go wrong.

YES NO 62. I am picked on at home.

YES NO 63. I am a leader in games and sports.

YES NO 64. I am clumsy.

YES NO 65. In games and sports, I watch instead of play.

YES NO 66. I forget what I learn.

YES NO 67. I am easy to get along with.

YES NO 68. I lose my temper easily.

YES NO 69. I am popular with girls.

YES NO 70. I am a good reader.

YES NO 71. I would rather work alone than with a group.

YES NO 72. I like my brother (sister).

YES NO 73. I have a good figure.

YES NO 74. I am often afraid.

YES NO 75. I am always dropping or breaking things.

YES NO 76. I can be trusted.

YES NO 77. I am different from other people.

YES NO 78. I think bad thoughts.

YES NO 79. I cry easily.

YES NO 80. I am a good person.

THE PEER DYNAMIC
STUDENT SURVEY

Somebody wants very much to know about you and some of the things that touch your life.

With your individual input into this survey, you should know that you are a valuable part of our efforts to improve the Peer Program for you and your group in the future, if you will take the survey with honesty and seriousness.

Please answer the following questions to the best of your ability. Circle only one answer per question.

1. How many times in a month are you absent from school? (Please circle)

   A. 0-1 B. 2-3 C. 4-5 D. 6-7 E. 8 or more

2. Which of the following best describes the kind of grades or marks you get in school?

   A. Excellent grades
   B. Above average grades
   C. Average grades
   D. Below average grades
   E. Very low grades

3. I drink alcoholic beverages . . .

   A. Never
   B. Once a year or less
   C. Two or three times a year
   D. About once a month
   E. About once a week
   F. More than once a week

4. Which statment best describes your use of drugs?

   A. I have not used drugs.
   B. I use pot (Marijuana) occasionally.
   C. I use pot frequently.
   D. I have used speed, either alone or with other drugs.
   E. I have used heroin or other hard narcotics.

5. Before ever being in a Peer group, please check the number of contacts you have personally had with police for each of the following:

	No Contacts	Only One Contact	2-3	4 or more
Alcohol				
Drugs				
Vandalism				

(Please Turn Page Over)

6. Since the time you have been in a Peer group, please check the number of contacts you have personally had with police for each of the following.

	No Contacts	Only One Contact	2-3	4 or more
Alcohol				
Drugs				
Vandalism				

Thank you for your time and input! Be sure that you have answered all the questions or your survey can not be used in the final evaluation.

Please take a brief moment to fill in the following:

School _____

ID Number _____

Grade _____ *Age* _____

Girl _____ *Boy* _____

Race (circle one) B W O

Today's Date _____

THANK YOU!

SCHOOL INFORMATION SHEET

DATE: _____

SCHOOL NAME _____

FACILITATOR(S) AND TITLE(S) _____

_____

_____

_____

Please answer all questions as best you can. If the question is not applicable to you and/or your school write N.A.

1. Do you currently have a program implemented? _____yes _____no

2. Approximately how many students are in your school? _____

3. Approximately how many total students are currently involved in a group? _____

4. When; where do you hold groups?
   Place _____

   Time _____

   How often, how long does the group meet each time? How long is the total program. (9 weeks, semester, yr.?)

   _____

   _____

5. Group Composition:
   Number of groups _____

   Ratio - (boys/girls) _____

   Mixed grade levels? _____

   Meet as a class or other (specify)_____

6. Is there any type of follow-up project for trained students? _____

   _____

7. Do you administer all evaluation tools?

   _____ pre and post attitude surveys

   _____ Peer Dynamics Evaluation Form (compares decrease or increase in destructive risk taking behaviors from year to year)

   _____ Student testimonies at the end of Peer.

8. Is your faculty informed about PEER? _____

9. Is there a need for additional training of new staff members? _____

   How many? _____ Please list names if possible.

   _____

   _____

10. Do you need any technical assistance from Peer Consultants or other facilitators in getting your program started.

    _____

    _____

11. What factors do you see that have contributed to a group not getting started?

    _____ staff turnover - need training

    _____ problems scheduling Peer into a school day

    _____ lack of administrative support

    _____ others; please specify

    _____

    _____

12. This is your time to put down your ideas or fantasies about the Peer program

    ie. Where do we go from here?
    What things would you like or need that the Peer Consultants could accomplish?

    _____

    _____

    _____

    _____

    _____